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ABSTRACT

Included are listings of countries in which population education is developing and of the international organizations now contributing to the development and support of these programs. The report is limited to population education existing within the formal school system. The first section of the review briefly describes population education programs within the listed countries, and the second section outlines the programs supported by international organizations. (PR)

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POPULATION EDUCATION

A Worldwide Review of Programs in Process and Planned

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Introduction

It is likely that most countries are engaging unconsciously in some form of population education through the formal school system. Textbooks, curricula guides, traditional stories and other teaching materials may contain population relevant content. But very few countries have paid systematic attention to the nature of the population learning which results from the use of these materials. The development of population education programs, with clearly stated objectives, is a fairly recent phenomenon, dating back no more than ten years.

At this point in time there is no country program to which one might point as a model for others to follow or adapt to their own social and cultural needs. Many pages have been used to describe what a program might be like. But as yet, the words have not been tested in action. World experience has been limited.

It is the purpose of this paper to identify the countries in which the field of population education is developing, both in terms of country programs and in terms of the international organizations now involved in the development and support of such country programs. Although an effort has been made to be comprehensive, the author is fully aware of the inadequacies of the data and information available to him. The cooperation of many individuals around the world will be necessary in order to expand the content of this paper to make it more useful to all concerned with the development of this new field. The author agrees to prepare and circulate a revision of this paper--perhaps semi-annually or annually, depending upon the flow of information and the nature of developments in the field--if readers will assist by reporting developments to him.*

The purposes of population education, as defined here, are to develop an awareness and understanding of the causes and the consequences of changes in population characteristics; to develop an understanding of the relationships which exist between changes in population and national development, both in the short and long run; and to develop an understanding of the consequences of individual decisions in the important area of reproductive behavior. Attention

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is limited, in this review, to population education through the formal school system, and particularly the elementary and secondary schools, and teacher training programs.

Programs that have a primary interest in sex education or in family life education, per se, are not reported here unless they have a specific population-related focus.

Research related to the development of population education programs --such as surveys of students' and teachers' knowledge of and attitudes toward population growth and change, reviews of the school curriculum for population content, studies of the development of children's concepts of population--are not reported here. A review of research will be undertaken separately if there is sufficient interest expressed by readers of this review, and if the relevant information is made available.

The information contained in this review comes primarily from the files of the Population Council. The cooperation of numerous correspondents is gratefully acknowledged. It is hoped that they and others will continue to provide information in order to make future reviews more comprehensive and more detailed and thereby more useful. Special thanks are due Sloan Wayland for permission to use material from his article, "Population Education in Developing Countries."*

*In T. S. Mehta, et al, eds., National Seminar on Population Education, August 2-3, 1969, New Delhi: National Council of Educational Research and Training, 1969. India.

I. Country Programs

AFRICA

Botswana--A new rural agricultural development school, being established in 1970, is planning to develop curricula materials with specific population content. The school will be affiliated with a Maternal and Child Health Centre which will also provide family planning education and services.

Tunisia--A sixth grade curriculum on animal populations is being developed by a Population Council Advisor under invitation by the Ministry of Education. It should be ready for use in an experimental closed-circuit educational T.V. project being elaborated by the Institute of Educational Sciences during the fall of 1970.

The major emphasis of this curriculum is biological, but sociological concepts are introduced as well. The broad heading under which this curriculum falls is "Cultural Environment."

United Arab Republic--A recent revision of some social science textbooks included more attention to population matters.

ASIA

Ceylon--A unit, "population as a social and economic factor," is being discussed in the Biology course at the 8th to 10th year level in approximately 15 schools on an experimental basis.

India--Three national conferences were convened in 1969 by the Family Planning Association, the National Council of Educational Research and Training (Ministry of Education), and by the Central Health Education Bureau (Ministry of Health) to develop national programs in population education. A unit was established in the National Council, with responsibility for research and for the development of population education materials for the schools.

The Family Planning Association of India has assigned a member of its staff to the development of population education materials and programs.

The All India Federation of Education Associations has discussed and passed resolutions supporting population education at a number of their national and regional meetings, and has sponsored a workshop in May 1970 in Bhopal that produced a population education handbook for secondary school teachers in education.

The University of Baroda is in the process of planning a population education program for the schools, in cooperation with the University of Michigan.

The Pathfinder Fund (New Delhi) has developed some prototypical curricula materials, and is presently testing them in the schools.

India (continued)--The Centre for Population and Family Planning Studies (New Delhi) is also preparing materials for the schools.

Indonesia--A meeting of school administrators and curriculum specialists for the purpose of developing a population education program is planned for September or October 1970. Interest in teacher training has been expressed by the Institute for Teacher Training, Bandung.

Iran--Toward the end of 1966 the Iranian Parliament declared that Family Planning should be incorporated into the educational system. An interministerial committee was established to outline the program. In 1969 textbooks in geography, social studies, home economics and biology used in the 6th through 12th grades included materials relevant to population. Further textbook revisions are being planned for the near future.

Malaysia--There is recent indication of possible interest by the Ministry of Education.

Nepal--As part of general educational and curriculum reform, a human ecology unit for science teaching at the 6th grade level is being developed with the assistance of USAID. Plans for infusing additional materials in 7th, 8th, 9th, and 10th grade science classes exist.

Pakistan--A limited set of materials to help students learn some fundamental population concepts has been produced, and some of these materials have been used in literature courses. Approximately one-half of the November 1969 meeting of the Family Planning Association was devoted to a discussion of population education, and enthusiastic support was registered for the development of a program.

Philippines--A seminar of leading school administrators and curriculum specialists was held between mid-May and mid-June 1970 to develop materials which might be used in the schools during the term beginning in July.

A curriculum is being developed by the Philippine Wesleyan College for elementary and secondary schools.

South Korea--A recently completed review of middle school and high school texts in the social sciences and natural sciences for their population and family planning content identified a considerable amount of material--just under 2% by page count.

A proposal for a population education program has been developed by the Central Education Research Institute of the Ministry of Education. Studies of students' and teachers' attitudes are now under way as the basis for program work this fall.

Taiwan--A small booklet is being developed for use in the schools to provide basic information concerning population dynamics, processes of human reproduction, relationship of family size and quality of life, the country's population policies, etc.

Turkey--The Ministry of Education has issued two circulars to teachers and school administrators--in 1966 and 1968--concerning the principles of population planning in the country, and the conditions under which population growth may be harmful. The ciruclars suggest that this information be included in lectures at the secondary level where appropriate. Demographic materials have also been added to sociology and geography texts.

EUROPE

United Kingdom--The Nuffield Foundation and the Schools Council have jointly sponsored revision of the content of school courses particularly in the science field. Population problems and contraception are included in materials to be published in 1970.

B.B.C. Educational Service has included broadcasts for late primary and early secondary school form that include coverage of the population explosion in a series on reproduction and growth.

NORTH AMERICA

United States--The University of Delaware has a project, to be completed in September 1971, to infuse population-related concepts through the entire school curriculum, kindergarten through 12th grade.

The American Sociological Association, through its program, Sociological Resources for the Secondary Schools, has published three units dealing with population for use in secondary schools.

The Baltimore City Schools have developed a unit for the secondary schools. This has been somewhat revised and updated by the Connecticut Demographic Council, which is also working to develop a population game for the secondary schools.

Planned Parenthood-World Population, the American affiliate of International Planned Parenthood Federation, is developing a program in population education.

The Population Reference Bureau is working with teachers to develop materials for the schools. Two children's books have been published: People (7th to 9th grade level) and This Crowded World (5th to 7th grade level).

A three-day population education workshop for elementary and secondary school teachers, cosponsored by Population Reference Bureau, the Carolina Population Center and Planned Parenthood of Maryland, was held in April 1970.

The Center for Information on America (Connecticut) is developing thirteen social studies units on population for use in secondary schools.

A bill to support development of population education programs in and outside the schools was introduced in the United States Senate by Senator Joseph Tydings in June 1970.

Utah State University has conducted two summer institutes for secondary school social studies teachers on population and demography. A number of other summer institutes for teachers have been structured around the use of the Sociological Resources for the Secondary Schools materials.

The University of North Carolina is developing a masters degree program for persons interested in careers in population education. Other universities with a strong interest in this field include: Teachers College, Columbia University; Harvard University; University of Michigan; University of Washington (Seattle).

Evidence indicates that large numbers of individual teachers developed their own curricula in population education, but no systematic account of this has been made.

A student group, the Institute for Health and Society, is developing a teachers guide during the summer 1970.

A Teachers Reference Guide has been published by the Caswell Family Planning Association, Yanceyville, North Carolina.

MIDDLE AMERICA

Mexico--Faculty members from a number of teacher training colleges have participated in an intensive ten-week training program at the El Colegio de Mexico.

SOUTH AMERICA

Chile--An extensive discussion of population is included in an eighth grade social science text and in a tenth grade teachers guide

A seminar for educational planners and curriculum specialists is planned for early September on the subject of population and education.

Colombia--An experimental population education program has been developed and tested in Cali for teachers in training and for selected students.

A seminar is scheduled for late 1970 to review the status of population, family life and sex education in Colombia and to plan future developments.

II. Programs of Organizations with an International Focus

UNESCO--Two staff members have responsibility for coordinating activities of UNESCO in the field of population including education, mass communication, and social science research. Prototype projects in school education related to population were circulated in 1968. A consultation on population and family planning education was held in Paris in September 1969, with support from the Danish government.

A month-long workshop on population education for educators from Asia will be held in Bangkok in September 1970 under UNESCO auspices. In addition to reviewing present programs in that world area, an effort will be made to develop new materials for use in the schools.

A consultant is now reviewing the status of population, family life and sex education programs in Latin America, and a conference is planned on this subject for late 1970.

A review of population, family life and sex education programs in Africa is also planned for 1970, with a conference to follow the review.

UNESCO staff members or consultants have participated in missions to a number of countries, including Tunisia, Kenya, U.A.R., India, Indonesia and Malaysia.

Food and Agriculture Organization (UN)--FAO has a concern with population aspects of family life education as part of its interest in home science and home economics.

World Health Organization (UN)--WHO is developing numerous activities in accord with the broad mandate given it by the recent World Health Assemblies, i.e., to work in the health aspects of human reproduction, of family planning and of population dynamics through the vehicle of health education.

UNICEF (UN)--Long involved in family planning support, and in the training of teachers at the elementary level, it is likely that UNICEF will develop an interest in population education. They are partially involved in the developments in Taiwan, reported above.

Centro Latinoamericano de Demografia, UN--CELADE, a regional center for Latin America with headquarters in Santiago, sponsored through its subheadquarters in Costa Rica, a course for basic training in demography and sex education for teachers in normal schools in April 1970. Included the demographic situation in Latin America, techniques of analyzing the situation, and the interrelationship of demographic and socio-economic variables.

American Friends Service Committee--The AFSC has assisted in the development of a number of training programs for college teachers and for teacher trainers in Central America. AFSC has plans to develop audio-visual and other materials for the schools.

Colombo Plan--A resident population advisor has devoted a considerable amount of time to the development and support of population education programs in the Asian area. They have assisted in the Philippines and Indonesia.

Ford Foundation--A number of the Foundation's field representatives have developed an interest in population education, including those in India, Chile, Kenya and Pakistan. Support of programs to develop population education has until now been limited to India.

International Planned Parenthood Federation--Several national affiliates, notably the Family Planning Association of India, have a strong interest in the development of population education programs.

An international consultation sponsored by IPPF in Tunis in November 1969 considered the organization's role in the area of responsible parenthood and sex education. IPPF's international and regional conferences have on occasion concerned themselves with issues of population education.

Pathfinder Fund--The Fund has helped to develop programs in population education through local staff in India and the Philippines.

The Population Council--In November 1969 a staff member was assigned full time to development of population education programs.

The Council has supported the Instructional Materials for Population Study Project at Teachers College, Columbia University since 1964. This project has provided consultants to a number of countries in Asia and the Middle East, and has developed some prototypic material. A guide to the development of population education programs designed for education and family planning officials is being written for publication sometime in 1971.

The Tunisian government has obtained support from the Council for an educational advisor to develop a unit on population for biology courses. The development by Cornell University of a population policies game for use at the college level, to be ready by Spring 1971, has also been supported.

The Council is interested in consolidating what is now known about the development of population education around the world as a basis for future planning. This interest includes the development of communications among interested individuals.

The Council will also assist a number of countries in the development of their population education programs during the months and years to come.

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